

CALIFORNIA SCHOOLS

Volume IV

February, 1933

Number 2

CONTENTS

	Page
Directory of the State Department of Education.....	40
Retrenchment in School Expenditures.....	41
Departmental Communications.....	45
Interpretations of School Law.....	48
For Your Information.....	49
Professional Literature.....	58



**Official Publication Issued Monthly by the
California State Department of Education**

Entered as second-class matter May 8, 1930, at the Post Office at Sacramento, California,
under the Act of August 24, 1912

DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

	Term expires
Dr. Lewis P. Crutcher, Long Beach (President).....	1936
Allen T. Archer, 215 West Sixth street, Los Angeles.....	1935
E. P. Clarke, Riverside.....	1936
Miss Alice H. Dougherty, 4508 Pleasant Valley court, Oakland.....	1936
R. E. Golway, Sacramento.....	1935
Gordon Gray, Bank of America Building, San Diego.....	1934
Daniel C. Murphy, 90 Justin drive, San Francisco.....	1934
Miss Alice Rose Power, 233 Claremont, San Francisco.....	1935

Vierling Kersey, Secretary and Executive Officer
 Mrs. Florence B. Argall, Assistant Secretary

STAFF

(Unless otherwise indicated all staff members may be reached at Sacramento)

Vierling Kersey, Superintendent of Public Instruction, Director of Education
 Pauline Winner (Mrs.), Administrative Assistant
 Alfred E. Lentz, Administrative Adviser
 Marion H. Ketcham, Assistant Secretary and Principal Clerk, Public School Teachers' Retirement Salary Fund Board
 Henry M. Lynn, Departmental Accountant
 Sam H. Cohn, Deputy Superintendent of Public Instruction
 Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief of Division of Research and Statistics
 C. F. Muncy, Assistant Chief
 Irene Taylor Heineman (Mrs.), Assistant Superintendent of Public Instruction, 311 California State Building, Los Angeles
 Ivan R. Waterman, Chief of Division of Textbooks and Publications
 W. S. Dyas, Chief of Bureau of State Printed Textbooks
 Evelyn A. Clement (Mrs.), Chief of Division of Teacher Training and Certification
 J. C. Beswick, Assistant Executive Officer, Commission for Vocational Education and Chief of Bureau of Trade and Industrial Education
 Julian A. McPhee, Chief of Bureau of Agricultural Education
 Ira W. Kibby, Chief of Bureau of Business Education
 Maude I. Murchie, Chief of Bureau of Home-Making Education
 H. D. Hicker, Chief of Bureau of Vocational Rehabilitation
 J. M. Dodd, District Supervisor of Vocational Rehabilitation, 303 State Building, San Francisco
 W. E. Smith, District Supervisor of Vocational Rehabilitation, 107 California State Building, Los Angeles
 L. B. Travers, Chief of Division of Adult and Continuation Education, 311 California State Building, Los Angeles
 Herbert R. Stolz, M.D., Chief of Bureau of Parent Education, 2739 Bancroft way, Berkeley
 J. F. Dale, Bureau of Parent Education
 Gertrude Laws, Bureau of Parent Education, 311 California State Building, Los Angeles
 Magdalene Wanzer (Mrs.), Chief of Bureau of Immigrant Education, 317 State Building, San Francisco
 Helen Heffernan, Chief of Division of Elementary Education and Rural schools
 Gladys L. Potter (Mrs.), Assistant Chief
 N. P. Neilson, Chief of Division of Health and Physical Education
 Winifred Van Hagen, Chief of Bureau of Physical Education for Girls
 Mabel R. Gillis, State Librarian, Chief of Division of Libraries
 Eleanor Hitt, Assistant Librarian
 Andrew P. Hill, Jr., Chief of Division of Schoolhouse Planning
 Charles W. Bursch, Assistant Chief
 J. A. Burkman, Research Expert and Adviser for Teachers Colleges
 Nicholas Ricciardi, Chief of Division of Secondary Education
 _____, Chief of Division of Special Education
 R. S. French, Chief of Bureau for the Education of the Blind, Principal California School for the Blind, Berkeley
 Elwood A. Stevenson, Chief of Bureau for the Education of the Deaf, Principal California School for the Deaf, Berkeley
 Lillian B. Hill (Mrs.), Chief of Bureau of Mental Hygiene
 Mabel F. Gifford (Mrs.), Chief of Bureau of Correction of Speech Defects, 317 State Building, San Francisco

Retrenchment in School Expenditures

VIERLING KERSEY, *Superintendent of Public Instruction*

The reduced buying power and tax paying ability of a large majority of the American public has brought with it an urgent demand for retrenchment in governmental expenditures and particularly in expenditures for education. It must not be supposed that the total resources of the nation are insufficient to support education and other governmental activities on an adequate basis. When total national wealth and total national income are considered even during this economic crisis, it is plainly evident that a more equitable distribution of wealth would make possible a much higher standard of living for all of the people than the country has realized even during the most prosperous years. In this respect California is in a much more fortunate position than all but a few of the states. In spite of these irrefutable facts, however, it is true that under the present economic order and under the existing tax system, the vast majority of those who pay for the support of government have suffered a tremendous reduction of their buying power and are no longer able to continue to pay the same amounts for governmental support.

It must be vigorously maintained that the only solution for most of our present problems of governmental support lies in a sweeping revision of the present tax structure so that the total tax burden will be distributed among the people in accordance with their ability to pay. Retrenchment in expenditure for governmental activities, resulting in curtailment of essential social, humanitarian, and educational services can be considered only as a temporary expedient. We are forced to this expedient, however, until some constructive action is taken in the direction of instituting a more equitable system for the support of government.

The question arises: In what manner shall retrenchments in school expenditures be made? Under the present system of school support in California, the state contributes approximately 17 per cent of school revenues from funds derived largely from state gross receipts taxes on operative property. The remaining 83 per cent of the receipts for schools are derived from county and school district taxes levied on common property. The share of school costs met from state

Reduced buying power and tax paying ability necessitate retrenchment in school expenditures

Retrenchment is temporary solution; revision of tax structure basic to permanent solution

Major burden of school support falls on common property tax payer

sources is far too low at the present time and if reduced would result in serious damage to the school system of the state.¹ Likewise no reductions can be made in the present minimum support guaranteed from the counties without disastrous consequences to schools in all parts of the state. Whatever part of the burden of school support must be met from taxes on common property should be distributed equally over as large an area as possible. Differences in financial ability among school districts in the same county are so great that a shifting of county support, or any material portion of county support, to the school districts would leave hundreds of districts without adequate funds to keep schools open, even if the highest possible tax rates were imposed upon the property of the district.

Any reductions should be made in school district taxes. State and county school support should not be reduced

The present state and county school support assures only the barest minimum of educational programs for elementary schools, and falls far short of assuring even a minimum program for high schools.

During the school year 1931-32, 52.3 per cent of elementary school receipts were derived from district taxes, while 67.7 per cent of high school receipts came from the same source. Any retrenchment in school expenditures must be effected by decreasing the amounts now derived by taxation of real and personal property by local school districts. Any other method would prove disastrous and furthermore would be ineffective in bringing relief to the tax payers who are at present most overburdened. It is obvious that if tax reductions are to be effective they should be made where the tax burdens are the greatest, namely, in the school districts. Any reduction of state school support would either impose additional burdens of local taxation or would prevent local tax reduction; any reduction in county school support would either add to the present burden of district taxes or would prevent reduction of district taxes.

School budgets curtailed by \$33,000,000 in two years

The seriousness of the economic situation has already been fully recognized by school officials. School budgets for the current year have been cut to the extent of approximately \$23,000,000 in the state as a whole in order to reduce the burden borne by the common property tax payer. A reduction of over \$10,000,000 was effected in school budgets during the preceding year. These reductions have affected nearly every phase of the educational program of the state and include material reductions in salaries paid to teachers. In

¹ Vierling Kersey. "Current Issues of School Finance." *California Schools*, Vol. IV, No. 1, January, 1933, pp. 3-11.

many cases reductions have been so drastic as to entail serious disadvantages to the children in our schools.

Teachers' salaries generally constitute from 70 to 75 per cent of total school expenditures. It is obvious that further retrenchment in school expenditures will involve a reduction in the total amount of money spent for teachers' salaries.

In considering further reductions of teachers' salaries, it is well to remember that teachers' salaries have always been quite low in terms of the service which they rendered, in terms of the high training requirements and high selective factors operating in the employment of teachers, and in terms of salaries paid to workers in other fields requiring a comparable amount of training. It is only during the last few years as the purchasing power of the dollar has increased that teachers have been remunerated for their services in a manner commensurate with their training, type of service rendered, and salaries paid in other professions. It must be emphasized that during prosperous times when the purchasing power of the dollar was low, teachers' salaries did not keep pace with the increased cost of living. During such periods, teachers have always been in an unfavorable position as regards salaries. We know full well that when the wave of depression has passed and the cost of living rises, increases in teachers' salaries will lag far behind wages and salaries in other lines of endeavor. When retrenchments in local school expenditures must result in the lowering of salaries, these facts should be kept in mind.

In general, there are three ways in which the amounts spent for teachers' salaries may be reduced:

1. Schools may absorb increases in enrollment without employing additional teachers.
2. Class sizes may be increased.
3. Individual salaries may be reduced.

Possibilities in many districts in connection with the first two of these alternatives have been exhausted. The reduction in school budgets effected during the past few years have taken advantage of these methods. In general, teachers' salaries throughout the state have already been considerably reduced. Where further reductions are inevitable every effort should be bent to avoid injustice.

A program of indiscriminate salary reductions must certainly be avoided. Many districts should find it unnecessary further to reduce salaries. Those districts maintaining school

Further
retrench-
ments
involve
reduc-
tions of
teachers'
salaries

Teachers'
salaries
always
low in
terms of
service
rendered

Indis-
criminate
salary
reduction
to be
avoided

solely on state and county support have always paid the lowest salaries for teachers. During the prosperous times of a few years ago, teachers in such districts were grossly underpaid. There should be no further salary reductions in these districts.

There are many districts throughout the state with sufficient wealth to support a satisfactory educational program without the imposition of high district tax rates. In such districts there is no reason for making further reductions in teachers' salaries.

Salary reductions should be temporary

In districts where salaries must be reduced in order to maintain school, such reduction should be considered as but a temporary expedient. Every effort should be made to again make salaries commensurate with the service rendered as soon as economic conditions will permit.

Teaching profession aware of responsibilities

The great majority of teachers in this state are fully aware of their responsibilities as public servants. When economic conditions make necessary reductions in salaries, such reductions have been and will be accepted as for the common good. Those engaged in the profession of education are dedicated to the responsibility of guiding the destinies of the citizens of tomorrow. The adversities of the present will not blind the teachers to their responsibilities.

Present solution lies in equitable distribution of burden of governmental support

Although retrenchments in school expenditures and reductions in teachers' salaries seem necessary in the face of existing conditions, these measures should be considered only as temporary. Curtailing of essential services should be unnecessary. In a nation and in a state so wealthy as ours, collective enterprise in social, humanitarian, and educational activities can be adequately supported if the fundamental problem of the distribution of tax burden on the ability-to-pay basis is recognized. Even though retrenchments are forced upon us at present, let intelligent direction and vigorous effort guide us to a speedy solution based upon correct principles of the whole problem of support of governmental activity on an equitable and just basis.

DEPARTMENTAL COMMUNICATIONS

Division of Textbooks and Publications

IVAN R. WATERMAN, Chief

NEW PUBLICATIONS

The following new numbers of the *Department of Education Bulletin* will be available within a short time:

No. 2, January 15, 1933. *The Regulation of Pupil Transportation (Revised)*.

This bulletin is a revision of *Department of Education Bulletin No. 2*, January 15, 1932, and contains revisions which have been added to the State Board of Education Regulations Governing Pupil Transportation and digests of court decisions and Attorneys General's opinions rendered since the publication of the previous bulletin.

No. 3, February 1, 1933. *Directory of California Secondary Schools*.

This bulletin is similar in form to previous directories of secondary schools published by the State Department of Education and contains information for the school year 1932-1933 derived from the October reports of secondary school principals.

Division of Elementary Education and Rural Schools

HELEN HEFFERNAN, Chief

CONFERENCES OF ELEMENTARY SCHOOL PRINCIPALS AND DISTRICT SUPERINTENDENTS

The State Department of Education is calling three conferences of elementary school principals and district superintendents. The first will be held on February 25 at the Roosevelt Junior High School in San Diego, the second on March 11 in San Francisco, and the third in Fresno on April 22, 1933. These annual conferences were initiated last spring and fall and the responses were enthusiastic.

The program for each of the 1933 conferences will be essentially the same and elementary school principals and district superintendents

are urged to attend the meeting most convenient for them. The topics to be discussed at these conferences follow:

- I. What are the implications of an integrated curriculum for elementary schools?
 - a. In reading and literature?
 - b. In social studies?
 - c. In language arts?
 - d. In science?
 - e. In fine arts?
 - II. How can the auditorium function most effectively in the modern school?
 - III. How can the elementary school library be organized and administered?
- Round table discussions will follow each topic.

CONFERENCES OF SUPERVISORS AND DIRECTORS OF ELEMENTARY EDUCATION

The State Department of Education has extended an invitation to the supervisors and directors of instruction in the urban elementary schools and teacher-training institutions of California to meet in a two-day conference to discuss their common problems.

The Southern California conference is called for March 3 and 4, 1933 at the University of California at Los Angeles and the Northern California conference will be held at the San Francisco State Teachers College on March 24 and 25, 1933.

A program of vital interest to the group has been organized and the conferences should prove profitable to all those who find it possible to attend. The topics to be discussed follow:

- I. What has supervision to offer toward the definite improvement of public school instruction?
- II. What is the supervisor's function in relation to—
 - a. Curriculum making?
 - b. Problems of research?
 - c. The elementary school principal?
- III. Does the new education demand a new type of supervision?
- IV. What is the place of the special supervisor in the new education?

V. Are we ready for a "no failure" program in the elementary school?

VI. How shall candidates for education as teachers be selected?

VII. Should teachers colleges prepare for instructional procedures in present use in all types of elementary schools?

VIII. How shall the teachers-college-field-supervisory program of student teachers articulate most effectively with the local supervisory organizations?

IX. What means are available to bridge the gap from the student teaching stage to the actual classroom situation?

Round table discussions will follow each topic.

Division of Health and Physical Education

N. P. NEILSON, Chief

SPEED BALL AT LONG BEACH

The Long Beach public schools have demonstrated the value of speed ball as an intramural game for junior high school pupils. During the first term of the current school year (1932-1933), 3,098 boys were registered in eight junior high schools. A total of 2,408 of these boys participated in the intramural speed ball program. The 449 boys who participated in interschool contests were selected from the intramural teams.

Boys were grouped for Class A, Class B, or Class C teams. The total number of games for all classes was 392 intramural and 42 interschool. One hundred sixty-seven intramural teams and 19 different interschool teams competed.

This remarkable record should encourage other school systems to inaugurate similar programs.

INTERPRETATIONS OF SCHOOL LAW

Appellate Court Decisions

Dismissal of Probationary Teachers

Where a permanent teacher who has been dismissed by the governing board of a school district after a hearing on charges of incompetence and unfitness for service, contends that the major portion of the acts tending to show such incompetence and unfitness for service occurred more than three years previous to the filing of the charges, but concedes that some of such conduct was within said period, and the Appellate Court not having been supplied with the evidence, it is impossible for the court to determine whether such acts, not barred by the statute of limitations, would in themselves warrant the decision of the trial court. Under such circumstances, the presumption is that the trial courts' findings are sustained.

The court stated it expressed no opinion as to whether the statute of limitations was applicable to a case of such character. (*Gentner vs. Board of Education of Los Angeles City School District et al.*, 72 C. A. D. 8, --- Pac. ---.)

Attorney General's Opinions

Employment of Architects

Under School Code sections 2.1460-2.1469, and especially section 2.1461, the State Department of Education can not be compelled to adopt a regulation requiring governing boards of school districts, except districts governed by a city board of education, to employ for architectural work only persons holding a certificate to practice architecture issued under the act regulating the practice of architecture in this state. (A. G. O. 8388, December 29, 1932.)

Specifications for School Buildings

A specification upon which bids are to be made for the construction of a school building which requires all mill or lumber work to be stamped with a union label is invalid. (A.G.O. 8387, December 22, 1932.)

FOR YOUR INFORMATION

CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

Attention is directed to the following statement of policy adopted by the California Congress of Parents and Teachers at its state meeting held in Hollywood, January 11 and 12, 1933.

The fundamental principles and policies underlying the state-wide program of education upon which all legislative action of the California Congress of Parents and Teachers will be based is as follows:

1. Education shall be the first business of the state.
2. Education shall be free to all from kindergarten through college and equal educational opportunity shall be provided for all.
3. Education shall receive state support with constitutional guarantee as well as county and district aid.
4. Fees for higher education shall not be referred back to county or district budgets.
5. Standards of common school education shall not be lowered to provide amplification of higher education.
6. District boards of education shall have final control of their budgets.
7. The State Board of Education and the State Superintendent of Public Instruction shall be free from political control.
8. Protection and education of the handicapped child shall be assured by the state.
9. A state-wide program for the preservation of child health and healthy communities shall be maintained by the state.
10. An adequate program of adult education including parent education shall be continued.

As a legislative program based on the foregoing fundamental principles and policies the California Congress of Parents and Teachers—

1. Favors maintaining the present fixed charges for elementary and secondary education in the state constitution.

INTERPRETATIONS OF SCHOOL LAW

Appellate Court Decisions

Dismissal of Probationary Teachers

Where a permanent teacher who has been dismissed by the governing board of a school district after a hearing on charges of incompetence and unfitness for service, contends that the major portion of the acts tending to show such incompetence and unfitness for service occurred more than three years previous to the filing of the charges, but concedes that some of such conduct was within said period, and the Appellate Court not having been supplied with the evidence, it is impossible for the court to determine whether such acts, not barred by the statute of limitations, would in themselves warrant the decision of the trial court. Under such circumstances, the presumption is that the trial courts' findings are sustained.

The court stated it expressed no opinion as to whether the statute of limitations was applicable to a case of such character. (*Gentner vs. Board of Education of Los Angeles City School District et al.*, 72 C. A. D. 8, --- Pac. ---.)

Attorney General's Opinions

Employment of Architects

Under School Code sections 2.1460-2.1469, and especially section 2.1461, the State Department of Education can not be compelled to adopt a regulation requiring governing boards of school districts, except districts governed by a city board of education, to employ for architectural work only persons holding a certificate to practice architecture issued under the act regulating the practice of architecture in this state. (A. G. O. 8388, December 29, 1932.)

Specifications for School Buildings

A specification upon which bids are to be made for the construction of a school building which requires all mill or lumber work to be stamped with a union label is invalid. (A.G.O. 8387, December 22, 1932.)

FOR YOUR INFORMATION

CALIFORNIA CONGRESS OF PARENTS AND TEACHERS

Attention is directed to the following statement of policy adopted by the California Congress of Parents and Teachers at its state meeting held in Hollywood, January 11 and 12, 1933.

The fundamental principles and policies underlying the state-wide program of education upon which all legislative action of the California Congress of Parents and Teachers will be based is as follows:

1. Education shall be the first business of the state.
2. Education shall be free to all from kindergarten through college and equal educational opportunity shall be provided for all.
3. Education shall receive state support with constitutional guarantee as well as county and district aid.
4. Fees for higher education shall not be referred back to county or district budgets.
5. Standards of common school education shall not be lowered to provide amplification of higher education.
6. District boards of education shall have final control of their budgets.
7. The State Board of Education and the State Superintendent of Public Instruction shall be free from political control.
8. Protection and education of the handicapped child shall be assured by the state.
9. A state-wide program for the preservation of child health and healthy communities shall be maintained by the state.
10. An adequate program of adult education including parent education shall be continued.

As a legislative program based on the foregoing fundamental principles and policies the California Congress of Parents and Teachers—

1. Favors maintaining the present fixed charges for elementary and secondary education in the state constitution.

2. Favors adequate appropriations for junior college education, teacher retirement, migratory schools, vocational education, vocational rehabilitation, orphan aid, tuberculosis subsidy.
3. Favors the present law which gives to local school boards the financial control of school budgets.
4. Opposes the borrowing of the perpetual school funds.
5. Favors the principle of teacher tenure and recommends that legislation be enacted that will assure efficient teaching in every school district.
6. Favors maintaining the present system of rural school supervision.
7. Favors maintaining the present kindergarten law.
8. Favors maintaining the present law guaranteeing the educational rights of children between the ages of 8 and 16.
9. Favors maintaining the present provisions for continuation education.
10. Favors maintaining the seven state teachers colleges as integral parts of the public school system.
11. Favors the present provisions for adult education including parent education.
12. Favors the maintenance of the high standard of California education and believes that this may be accomplished at the same time that necessary economies are instituted.

PUBLIC SCHOOLS WEEK

The fourteenth annual observance of Public Schools Week will commence on Monday, April 24, 1933. With the possible exception of the first Public Schools Week held in 1920, this will probably be the most important observance of Public Schools Week in the history of this annual occasion.

Further information concerning the 1933 observance of Public Schools Week will be contained in future issues of *California Schools*.

EDUCATIONAL BROADCASTS

The California State Department of Education will continue its series of broadcasts on educational topics at 6:30 p.m., over stations

KPO, KECA, KGHL, KGIR, KJR, KGA, on the dates listed below. Inasmuch as these broadcasts are being given to acquaint the public with the outstanding problems facing education, the State Department of Education will appreciate any publicity school officials can give them.

The following are the topics to be discussed during February and March:

- February 4—THE PUBLIC SCHOOLS BELONG TO THE PEOPLE
Willard E. Givens, Superintendent of Schools, Oakland
- February 11—THE PARENT-TEACHERS' INTEREST IN PUBLIC EDUCATION
- February 18—WHAT ARE THE PURPOSES OF ELEMENTARY EDUCATION?
Helen Heffernan, Chief, Division of Elementary Education and Rural Schools
- February 25—THE AMERICAN LEGION'S INTEREST IN PUBLIC EDUCATION
- March 4—LABOR'S INTEREST IN PUBLIC EDUCATION
- March 11—SHALL I SEND MY CHILD TO THE KINDERGARTEN?
Helen Heffernan, Chief, Division of Elementary Education and Rural Schools
- March 18—WHY DO WE TEACH PHYSICAL EDUCATION?
N. P. Neilson, Chief, Division of Health and Physical Education
- March 25—WHAT ARE THE PURPOSES OF HIGH SCHOOL EDUCATION?
Nicholas Ricciardi, Chief, Division of Secondary Education

All programs are subject to change without notice.

The State Department of Education also is broadcasting a series of programs over station KQW every Tuesday evening at 7:15 p.m. Superintendent Kersey opened this series of broadcasts on January 31, 1933. The following broadcasts have been arranged:

- February 7—STRIKING FACTS ABOUT OUR PUBLIC SCHOOL SYSTEM
C. F. Muncy, Assistant Chief, Division of Research and Statistics
- February 14—HOW THE SCHOOLS ARE FINANCED
Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief, Division of Research and Statistics
- February 21—HOW THE SCHOOLS ARE FINANCED—Continued
Walter E. Morgan, Assistant Superintendent of Public Instruction and Chief, Division of Research and Statistics
- February 28—IMPORTANT PROPOSED SCHOOL LEGISLATION
Sam H. Cohn, Deputy Superintendent of Public Instruction
- March 7—CALIFORNIA'S PROBLEM OF RURAL EDUCATION
Helen Heffernan, Chief, Division of Elementary Education and Rural Schools

- March 14—THE SERVICE OF THE MODERN SECONDARY SCHOOL
Nicholas Ricciardi, Chief, Division of Secondary Education
- March 21—RESERVED FOR ANSWERING QUESTIONS
- March 28—WHY SUPERVISION IS NEEDED IN THE RURAL SCHOOLS
Helen Heffernan, Chief, Division of Elementary Education and Rural Schools

University of California Radio Service

The University of California conducts a regular program of radio service covering a wide and diversified range of interests.

Programs as follows are scheduled for the month of February :

MORNING PROGRAMS, 9:45 TO 10:00 A.M.

Stations: KPO, San Francisco ; KMTR, Los Angeles

Mondays: Four addresses on succeeding Mondays on the general subject of Technological Change will be given.

Tuesdays: On four successive Tuesdays lectures will be given on the general subject of Art and the Home.

Wednesdays: On three successive Wednesdays, beginning on February 1, lectures will be given on various aspects of the subject Vocations for which the University Offers Training.

Thursdays: Four addresses on succeeding Thursdays on the general subject of Studies in Human Geography will be given.

Fridays: On four successive Fridays, lectures will be given on the various aspects of Prehistoric California.

Saturdays: On the first, second, and fourth Saturdays of February lectures will be given on the subject of mathematics. On the third Saturday of the month Classical Problems will be discussed.

SHAKESPEAREAN QUARTER-HOURS, 11:45 TO 12:00 M.

Stations KGO, KECA, KGW, KDYL

Thursdays: On February 2, scenes from *Romeo and Juliet* will be presented and on February 9, 16, and 23, scenes from *A Midsummer Night's Dream* will be presented by the University of California Players.

AGRICULTURAL PROGRAMS, 12:15 P.M.

Stations KGO, KFI, KFSD

Tuesdays, Thursdays: A series of addresses on various aspects of agriculture will be offered on Tuesdays and Thursdays.

EVENING PROGRAMS, 7:30 TO 7:45 P.M.

Station KMTR, Los Angeles

Tuesdays: On four successive Tuesdays lectures will be given on the subject Great Organ Composers.

7:30 to 8:00 P. M.

Wednesdays: On the four successive Wednesdays throughout February a debate, a lecture on poetry, a lecture on economics, and a dramatization, respectively, will be given.

Station KPO, Berkeley

8:00 to 8:30 P. M.

Wednesdays: On four successive Wednesdays throughout February, a debate, a lecture on ballad poetry, a lecture on economics, and a lecture on the life of George Washington, respectively, will be broadcast.

You and Your Government

The fourth series of You and Your Government programs are being given weekly on Tuesdays at 4:15 p.m. over Pacific Coast Stations KPO, KGA, KJR, KEX, KECA. These broadcasts are presented by the Committee on Civic Education by Radio, of the National Advisory Council on Radio Education and the American Political Science Association and are adapted for supplementary instruction in high school and college courses in civics and government. The program follows:

February 7—LOCAL GOVERNMENT LEGISLATIVE NEEDS OF 1933

Henry W. Toll, Director American Legislators' Association
 Carl H. Chatters, Director Municipal Finance Officers' Association
 Clarence E. Ridley, Director International City Managers Association
 Paul V. Betters, Director American Municipal Association

February 14—CONGRESSIONAL PROCEDURE

Professor Frederic A. Ogg, University of Wisconsin
 Representative Robert Luce, 13th Massachusetts District

February 21—ARMAMENTS

Admiral William Ledyard Rodgers
 Roland S. Morris, former Ambassador to Japan

February 28—PHILIPPINE INDEPENDENCE

Professor J. R. Hayden, University of Michigan
 Manuel Roxas, Speaker, Philippine House of Representatives
 Representative Butler B. Hare, 2d South Carolina District

March 7—WHAT IS THE MATTER WITH THE STATE LEGISLATURES?

Albert W. Atwood, Political writer
 Professor John A. Lapp, Marquette University, Wisconsin

March 14—FARM RELIEF

Professor Benjamin Shambaugh, University of Iowa
 Senator Peter Norbeck, South Dakota

March 21—TAX REFORM

Mark Graves, State Budget Director, New York
 Seabury C. Mastick, State Senator, New York
 Professor Thomas H. Reed, University of Michigan

March 28—THE LOBBY

Professor James K. Pollock, University of Michigan
 Edward B. Logan, Budget Secretary, Pennsylvania
 Senator Edward P. Costigan, Colorado

- April 4—ALLOCATION OF SOURCES OF REVENUE BETWEEN STATE AND FEDERAL GOVERNMENTS
William B. Belknap, President American Legislators' Association
- April 11—INTERALLIED DEBTS
Professor Charles S. Remer, University of Michigan
Professor Harry D. Gideonse, University of Chicago
- April 18—PARTIES AND PRESSURE GROUPS
Arthur Krock, *New York Times*
Dr. E. Pendleton Herring, Harvard University
- April 25—UNEMPLOYMENT INSURANCE
Professor Elizabeth Brandeis, University of Wisconsin
Dr. William T. Foster, Director, Pollak Foundation

Our American Schools

Another educational program which may be of interest to your community is the series of radio programs broadcast over a nation-wide network of the National Broadcasting Company every Sunday from 3:30 to 4:00 p.m., P. S. T. over Pacific Coast Stations KPO, KGA, KJR, KEX, KECA, KFSD, KDYL, KGIR, KGHL. These programs are under the personal direction of Florence Hale, First Vice President of the National Education Association.

- February 5—A NEW METHOD OF FINANCING SCHOOLS
Wm. John Cooper, United States Commissioner of Education, Washington, D. C.
LEGISLATION FOR TEACHER WELFARE
Augustus O. Thomas, Secretary-General, World Federation of Education Associations, Washington, D. C.
- February 12—EDUCATION AS A NATIONAL ASSET AND RESPONSIBILITY
Robert M. Hutchins, President, University of Chicago
- February 19—BETTER EDUCATION FOR BETTER PARENTS
Mrs. B. F. Langworthy, Vice President, National Congress of Parents and Teachers, Winnetka, Illinois
THE PRIMARY PURPOSE OF FREE PUBLIC EDUCATION
William J. Bogan, Superintendent of Schools, Chicago, Illinois
- February 26—PERSPECTIVE
Carroll R. Reed, Superintendent of Schools, Minneapolis, Minnesota
THE SUPERINTENDENT STUDIES HIS PROBLEM
Milton C. Potter, Superintendent of Schools, Milwaukee, Wisconsin
- March 5—WHY TEACH CURRENT EVENTS IN OUR SCHOOLS?
Anne Hard, Lecturer and author
QUESTIONS YOU HAVE ASKED ABOUT TEACHER LEGISLATION
Richard R. Foster, Research Division of the National Education Association
- March 12—IS EDUCATION BECOMING A STEPCCHILD?
Honorable Aaron Sapiro, New York, N. Y.

The Economic World Today

A series of radio discussions on current economic questions by prominent economists, newspaper correspondents, and others conversant with national economic problems, continues the popular programs in this subject given last year under the auspices of the National Advisory Council on Radio in Education with the cooperation of the Brookings Institution. This series of broadcasts is being presented over a nationwide network of the National Broadcasting Company every Saturday at 5:30 p.m. P. S. T. and may be heard over Pacific Coast Stations KPO, KGA, KJR, KFSD, KDYL, KGIR, KGHL.

Men's and women's clubs, Parent-Teacher organizations and other groups will find the series an addition to their radio schedules. Teachers of economics, political science, international relations, and current events may find material for their classes in these discussions.

The following is the program for February and March:

- February 4—WHAT DOES TECHNOCRACY OFFER?
Charles O. Hardy, Brookings Institution
Felix Morley, Brookings Institution
- February 11—CAN PUBLIC WORKS STOP DEPRESSION?
Otto T. Mallery, Committee on Unemployment, Philadelphia Chamber of Commerce
Isador Lubin, Brookings Institution
- February 18—FINANCIAL RECONSTRUCTION
Charles O. Hardy, Brookings Institution
Edwin A. Lamke, Brookings Institution
- February 25—GOVERNMENTAL ORGANIZATION
Lewis Meriam, Brookings Institution
Ruth Finney, Scripps-Howard Newspaper Alliance
- March 4—PROBLEMS OF THE NEXT FOUR YEARS
Lewis L. Lorwin, Brookings Institution
William Hard, Consolidated Press
- March 11—AN AMERICAN INDUSTRIAL POLICY
Lewis L. Lorwin, Brookings Institution
Otto S. Beyer, Consulting Engineer
- March 18—CAN WE AFFORD TO BE SICK?
Lewellys F. Barker, M.D., Baltimore, Maryland
Harry H. Moore, Director of Study, Committee on the Cost of Medical Care
- March 25—THE TRANSPORTATION PROBLEM
Harold G. Moulton, President, Brookings Institution
David Lawrence, *United States Daily*

MENLO JUNIOR COLLEGE SCHOLARSHIPS

Menlo Junior College, Menlo Park, California, has announced plans to award two scholarships for 1933. The detailed features of the plan

for awarding these scholarships are set forth in a leaflet entitled, *Regulations Concerning Board of Trustees Scholarships at Menlo Junior College*.

Dean Charles T. Vandevort has forwarded materials concerning the scholarships to high school principals. It is hoped that these materials will be given the publicity they deserve in order that worthy high school seniors may avail themselves of this unusual opportunity.

AMERICAN HIGH SCHOOL STUDENTS ASSOCIATION

The first national convention of American high school students was held in Washington, D. C., in June, 1932. A committee was elected to promote the movement to organize an American high school students' association. Professor Ralph Boyer, founder of the movement, was elected chairman.

The official organ of the American High School Students' Association is *The American High School Journal*, a publication largely written by students of junior and senior high schools.

The American High School Students' Association movement and *The American High School Journal* deserve the encouragement of the American high schools.

Principals who wish detailed information may address a communication to Professor Ralph Boyer, 2025 I Street, Northwest, Washington, D. C.

FIFTH ANNUAL GORGAS MEMORIAL ESSAY CONTEST

The fifth annual Gorgas Memorial Essay Contest is open to all high school students in junior and senior classes. The winning essay from each high school must be mailed from the principal's office and postmarked not later than midnight March 10, 1933, addressed to Gorgas Memorial Institute, 1331 G Street, Northwest, Washington, D. C.

Contestants will write on the subject, *The Problem of the Mosquito and Other Insect Life in Relation to Sanitation, Health, and Industry*.

The Gorgas Memorial Institute has announced that full particulars of the contest are being sent each high school principal. If these are not received write the institute at the above address.

In addition to national prizes of \$700, \$150, and \$50, there is offered a state prize of \$10 for the best essay written in each state.

CHICO STATE TEACHERS COLLEGE OFFERS LECTURE SERIES

The Chico State Teachers College announces the following lectures to be given in the college auditorium by members of the faculty, on the dates indicated, at 8 p.m. No admission is charged for the series of lectures.

February 6, Men, Women, and the Psychologist. Isa D. Reed.

February 13, Explorations in Lower California. Dr. Peveril Meigs, III.

February 20, Local Wild Flowers. Vesta Holt.

February 27, An Hour with Wagner. Mrs. Ruth Rowland Bryan.

LITERATURE CONCERNING THE CARE OF THE EYES

The Better Vision Institute publishes *The Eye and How to See, A Manual for Teachers*, which discusses the focusing of light, conditions affecting seeing, first aid for the eyes, and other subjects relating to the care of the eyes.

For further information concerning this material and other literature published by this company, address the Better Vision Institute, 205 East Forty-second street, New York, N. Y.

NUTRITION AND DENTAL HEALTH

Nutrition and Dental Health is the title of an educational motion picture which covers a vital phase of health education. The film deals with the results of research and experiment in nutrition now being carried on in leading universities and their relation to dental health. It has been shown before 700 dental and medical groups, hospital staffs, and other scientific bodies during the past year.

The film contains no advertising other than the necessary credit title, and is available without cost.

PROFESSIONAL LITERATURE

REVIEWS

JOHN M. BREWER. *Education as Guidance*. New York: The Macmillan Company, 1932. x + 668 pp.

The conception of education as guidance receives exceptionally fine treatment in this new volume by Dr. Brewer. It presents a modern philosophy of education with emphasis on learning to live as the foremost purpose and shows how this philosophy may be translated into practice through a guidance curriculum. The intent and plan of the book are described in the preface by five specific points which are developed in the text: "First, that our guidance curriculum is formulated solely out of what life itself requires, not out of our imagination or desires; second, that *quality* of activity is to be stressed, not quantity; third, that the definition and criteria of guidance involve student initiative; fourth, that both for the individual and the group *self-guidance* is the final aim; fifth, that opportunities are advocated and described for self-teaching, judicious loafing, and being left alone."

In his introductory chapters the author discusses three possible approaches to guidance: (1) "a direct attack, with a curriculum of activities and guidance, designed to give children the opportunity to learn living in the laboratory of life," (2) a guidance organization with specialized personnel alongside the entrenched curriculum, and (3) a modification of the present curriculum, with or without a system of councilors, to bear more directly on life activities. The author adopts the first method. While admitting the value of the other two methods as valuable transition steps toward a plan involving the first method, he goes directly to the heart of the problem and attacks it from the standpoint of providing the educational program that will best accomplish the objectives of guiding pupils in learning to live.

That the one purpose of our educational institutions is "to guide young people in living," is the thesis of the book. It is maintained that the entire educational program should be organized to fulfil this objective and that the effectiveness of the school must be measured by the extent to which this objective is realized in terms of the conduct of the school product.

Certain "alleged aims of education" are examined and found to consist of partial statements, half-truths, vague and indefinite terms, untenable hypotheses, and far too little emphasis on correct living.

Seperate chapters are devoted to discussions of guidance for home relationships, citizenship, vocation, leisure and recreation, personal well-being, religious and other important activities, right-doing, thoughtfulness and cooperation, and wholesome and cultural action. In discussing these specific phases of guidance, lists are introduced in which skilled activities, technical knowledge required for each activity, and the wisdom which should result from the activity are arranged in parallel columns. This device should prove especially helpful to the teacher in providing concrete suggestions for making guidance effective.

The subjects of guidance for home relationships and guidance for personal well-being are particularly well treated. These problems which are virtually ignored by the school in many instances are first in importance in actual living. It is gratifying to find them accorded the prominence they deserve in a comprehensive treatment of guidance. Problems of family relationships and of sex, usually dodged or inadequately considered in the usual guidance programs of the school, are ably treated in connection with these two subjects.

The subject of religious education is a difficult one for public schools where sectarian teaching must be assiduously avoided. The presentation of the subject makes clear the need for guidance in this field as essential to complete and well-balanced living, and very definitely shows how religious guidance in its broad sense has a proper place in a guidance program and at the same time how sectarian issues may be avoided.

Throughout the book it is emphasized that problems in living should constitute the curriculum. This point of view is indispensable to the realization of generally accepted objectives of education. This book should prove of immense service, not only in elaborating upon this point of view, but in providing educators with a plan for the realization of the objective in educational practice.

IVAN R. WATERMAN

NICHOLAS RICCIARDI and IRA W. KIBBY. *Readings in Vocational Education*. New York: The Century Company, 1932. xvii + 570 pp.

Vocational education of less-than-college grade has taken an important place in our educational system in the past 15 years. The philosophy and practice in this field of education have contributed much to the development of a democratic program of education in America. The writings of the advocates of and leaders in vocational education are rich in ideas on educational theories and practices, and contribute experiences that are useful in all phases of educational development.

The authors of *Readings in Vocational Education* have brought together selected contributions in the field of vocational education, and have organized the material so as to give a perspective of vocational education, as well as a comprehensive compendium of the literature in this field. Excerpts from important articles dealing with the objectives of education as applied to the vocational aspect, and the need for such a program of training as determined by the findings of the Commission on National Aid to Vocational Education, Congress, and the early pioneers in this field form the basis for the first five chapters. The terms used in the literature of vocational education are comprehensively and definitely defined.

Excerpts from articles dealing with problems of administration, supervision, and curriculum making in vocational education show how these problems have developed, and how they are being handled. Discussions of part-time, cooperative, apprentice, and adult education are included, as well as methods and devices used in instruction, and plans for evaluating the various vocational programs.

The book brings together in concise and organized form much of the best that has been written on vocational education, and saves the reader much time in looking through numerous references when studying this particular field of education. It may be read advantageously, not only by teachers and administrators of vocational education, but by all persons interested in secondary education, as it will aid in developing a balanced conception of education through an understanding of the place of vocational education in the school system.

J. C. BESWICK

CURRENT PUBLICATIONS RECEIVED

BOOK, WILLIAM FREDERICK. *Economy and Technique of Learning*. Boston: D. C. Heath & Co., 1932.

BOWLES, ROSEWELL PAGE. *The Operation and Effects of a Single Salary Schedule*. New York: Teachers College, Columbia University. Contributions to Education, No. 518. 1932.

Bulletin of the Association of American Colleges. The Program of the Nineteenth Annual Meeting. Vol. XVIII, No. 4, December, 1932. Lancaster, Pennsylvania: Association of American Colleges.

- Bulletin of the Bureau of School Service. The Kentucky White House Conference on Child Health and Protection.* Vol. V, No. 2, December, 1932. Lexington, Kentucky: University of Kentucky.
- COOPER, WILLIAM JOHN. *Annual Report of the Commissioner of Education.* Washington, D. C.: United States Government Printing Office, 1932.
- COX, GEORGE WILLIAM, and JONES, W. H. *How to Get a Position in School or College.* Columbia, South Carolina: Southern Teachers' Agency, 1932.
- CUBBERLEY, ELLWOOD P., and EELLS, WALTER CROSBY. *An Introduction to the Study of Education.* Boston: Houghton Mifflin Company, 1933 (revised).
- DONOVAN, JOHN JOSEPH. *A Method of Procedure and Checking Schedule for Planning School Buildings and Their Equipment.* New York: The Bruce Publishing Co., 1932.
- DRAFFR, EDGAR MARIAN, and CORBALLY, JOHN E. *Extra Curricular Credits.* New York: A. S. Barnes & Co., 1932.
- ENGELHARDT, NICKOLAUS LOUIS. *Standards for Junior High School Buildings.* New York: Bureau of Publications, Teachers College, Columbia University, 1932.
- ENGELHARDT, NICKOLAUS LOUIS. *Survey Data Book for Public School Janitorial-Engineering Service.* New York: Bureau of Publications, Teachers College, Columbia University, 1932.
- FEATHERSTONE, WILLIAM BLAND. *The Curriculum of the Special Class.* New York: Teachers College, Columbia University. Contributions to Education, No. 544. 1932.
- FLOWERS, JOHN GARLAND. *Content of Student-Teaching Courses Designed for the Training of Secondary Teachers in State Teachers Colleges.* New York: Teachers College, Columbia University. Contributions to Education, No. 538. 1932.
- FRANZEN, RAYMOND HUGH. *Health Education Tests.* New York: American Child Health Association, School Health Monographs, No. 1. 1929.
- FRANZEN, RAYMOND HUGH. *Influence of Social and Economic Factors on the Health of the School Child.* New York: American Child Health Association, School Health Monographs, No. 4. 1932.
- HOLY, T. C., ANDERSON, H. W., FOWLKES, JOHN GUY, and SMITH, H. P. *School Buildings, Grounds, Equipment, Apparatus, and Supplies. Review of Educational Research.* Vol. II, No. 5, December, 1932.
- JACOBSEN, EINAR WILLIAM. *Educational Opportunities Provided for Postgraduate Students in Public High Schools.* New York: Teachers College, Columbia University. Contributions to Education, No. 523. 1932.
- KIMBALL, ELSA PEVERLY. *Sociology and Education: An Analysis of the Theories of Spencer and Ward.* New York: Columbia University Press, Studies in History, Economics and Public Law, No. 369. 1932.
- KWALWASSER, JACOB. *Problems in Public School Music.* New York: M. Witmark & Sons, 1932.
- MARTIN, GEORGE HENRY. *Essentials of Education.* Boston: Richard G. Badger, 1932.
- MOORE, CLYDE B. *The Teaching of Geography.* New York: American Book Co., 1932.
- NASH, JAY BRYAN (Editor). *Character Education Through Physical Education.* New York: A. S. Barnes & Co., 1932.

Religious Education Bibliography. United States Department of the Interior. Pamphlet No. 33. Washington, D. C.: United States Government Printing Office, 1932.

WILLIS, FLOYD LESTER. *Operation and Maintenance of School Buildings: Job Analysis: Clearing Schedules.* Lincoln, Nebraska: Union College Press, 1932.

WILSON, MARTHA. *Selected Articles on School Library Experience. Second Series.* New York: The H. W. Wilson Co., 1932.

WOMRATH, GEORGE F. *Efficient Business Administration of Public Schools.* New York: The Bruce Publishing Co., 1932.

WOODY, CLIFFORD, and SANGREN, PAUL V. *Administration of the Testing Program.* Yonkers-on-Hudson, New York: World Book Company, 1933.

MAGAZINE ARTICLES

BARTHELMESS, HARRIET M. and BOYER, PHILLIP A. "An Evaluation of Ability Grouping." *Journal of Educational Research*, Vol. XXVI, No. 4, December, 1932, pp. 284-294.

BENJAMIN, HAROLD. "The Five-year Curriculum for Prospective Secondary School Teachers." *Educational Administration and Supervision*, Vol. XIX, No. 1, January, 1933, pp. 1-6.

BRUECKNER, LEO J. and IRVING, JAMES A. "A Technique for Comparing the Difficulty of Problems in Textbooks in Arithmetic." *The Elementary School Journal*, Vol. XXXIII, No. 4, December, 1932, pp. 283-285.

CHRISWELL, M. IRVING. "Specialized High School Curriculums as Preparation for Occupations." *The School Review*, Vol. XLI, No. 1, January, 1933, pp. 56-59.

CUFF, NOEL B. "Scoring Objective Tests." *The Journal of Educational Psychology*, Vol. XXIII, No. 9, December, 1932, pp. 681-686.

FRISBIE, R. L., and HAGGARD, W. W. "College Chemistry in High School." *The School Review*, Vol. XLI, No. 1, January, 1933, pp. 40-50.

KOOS, LEONARD V. "Selected References on Secondary-School Instruction. I." *The School Review*, Vol. XLI, No. 1, January, 1933, pp. 60-66.

LEE, J. MURRAY and SYMONDS, PERCIVAL M. "New-type or Objective Tests: A Summary of Recent Investigations." *The Journal of Educational Psychology*, Vol. XXIV, No. 1, January, 1933, pp. 21-38.

PARKER, HOWARD L. "A Plan for Sifting Propaganda in the Schools." *The Elementary School Journal*, Vol. XXXIII, No. 4, December, 1932, pp. 277-282.

PERRIN, H. AMBROSE. "The Administration of Equalization Funds in States Having Recent Administrative Legislation." *The Elementary School Journal*, Vol. XXXIII, No. 4, December, 1932, pp. 286-292.

RUCH, C. E. "Education as Professional Service." *The Phi Delta Kappan*, Vol. XV, No. 4, December, 1932, pp. 101-103.

RUGG, HAROLD. "The Measure of the New Education." *Teachers College Record*, Vol. XXXIV, No. 3, December, 1932, pp. 204-211.

SFAULDING, F. T., and FREDERICK, O. I. "The Junior High School Movement in the Year 1930." *The School Review*, Vol. XLI, No. 1, January, 1933, pp. 15-26.

ST. JOHN, CHARLES W. "The Maladjustment of Boys in Certain Elementary Grades." *Educational Administration and Supervision*, Vol. XVIII, No. 9, December, 1932, pp. 659-672.

TINKER, MILES A. "Diagnostic and Remedial Reading. I." *The Elementary School Journal*, Vol. XXXIII, No. 4, December, 1932, pp. 293-306.